

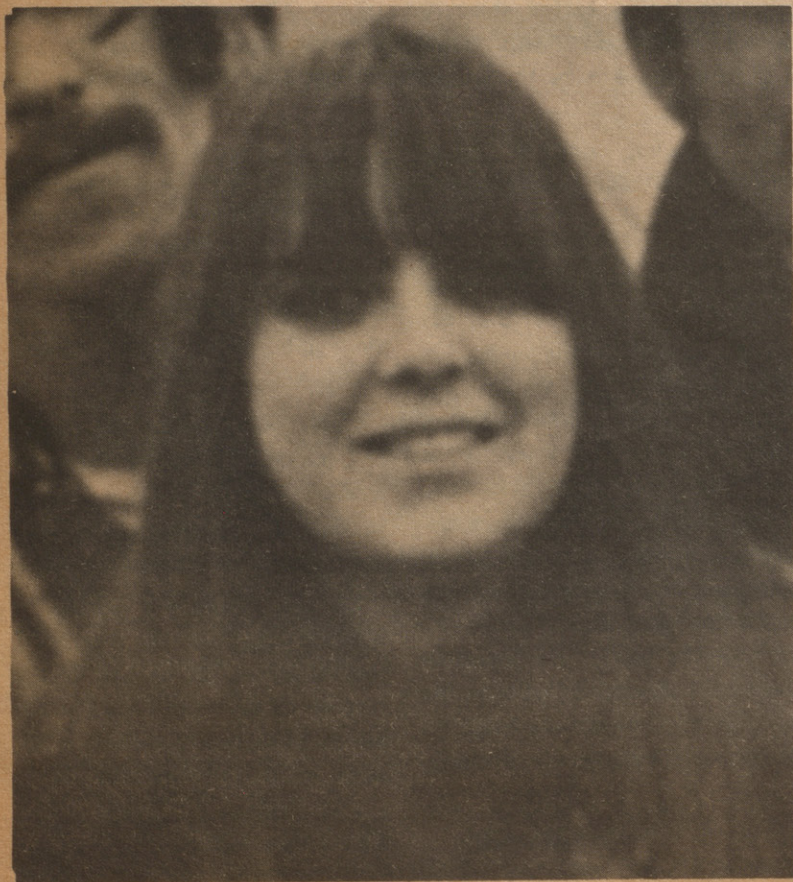
Public Address

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"Happy Valentine's Day"



THE NEXT P.M. OF CANADA? Spanky McFarlane wowed 'em at Place des Arts Monday evening to kick off Winter Carnival. Had she declared her candidacy for Liberal Leadership, there would have been no contest.

Hearing ends; PA blocked

by **MARCUS R. KUNIAN**
Associate Editor

Open meetings took a new turn Monday as **Public Address** was stymied in an attempt to get a reporter into the Senate Disciplinary Committee. The Committee was hearing the cases of the twenty-eight students who broke into Dr. Robertson's office last November.

In a note handed to Committee Chairman Perry Meyer shortly before the meeting began, **Public Address** requested that "a staff member be admitted."

"In the interest," continued the PA letter, "of providing as full coverage of the proceedings as possible, it would be in keeping with the professed desire of the charged students re open meetings to have as many of the campus media represented as may be permitted."

John Smith, a spokesmna for the students, was summoned into the hearing room and presented with the PA request. When he emerged, Smith explained to the students in the hall that he had turned down the Committee's proposition that they "substitute a **Public Address** reporter for one of the nine observers" allowed by the Committee. The reaction

of the other students was one of hearty agreement.

Several of the students further explained to this reporter that the **Daily** staffers present in the hearing were either being charged or were there as observers and advisors, not as journalists. "Only the people's press gets in," added another.

So, from the outside looking in, here's what happened.

Periodically, several observers came out of the hearing room and gave those outside a brief resumé on what was transpiring. The general tenor of these reports indicated that the charged students' statements repeatedly emphasised that the "trial" was both politically motivated and unjust. It was generally held that the Committee was not only in league with the Administration but that the guilt of the accused

had been predetermined and that the Committee's real function was to mete out the punishment. Complaints were voiced that the Committee members were not interested in engaging the students in any dialogue, a prerequisite most felt if the hearings were to have any relevance.

Occasionally, some of the accused students came out of the hearing. Mike Neremberg explained, "I got bored, so I left." Another told this reporter, "I don't care what they do to me. I'm a joint honours student... I could get recommendations to any other University. I came to McGill to learn. This place is like a machine."

Thoreau was oft quoted as support for the idea that civil disobedience is justifiable under certain circumstances. "When the system is rotten and you need change, you are forced to take strong action... even if it means violence," commented one petite girl. This reporter's observation that this sounded very much like "Extremism in the defence of liberty is no vice" was received with studied coolness.

This reporter also had occasion to talk to a prominent non-student agitator, or observer depending on who's describing him. When he isn't surfacing at Mc-

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Spanky great; Lemons and Plums rotten

by **JOHN SKINNER**
Executive Editor

At one point during the performance of Spanky and Our Gang, rhythm guitarist Malcolm Hale gave his definition of the word "rendition". "It comes from the Latin word 'rend', he said, "meaning 'to tear apart'."

While Hale was applying the term jokingly to his own group, it probably came to him in a flash while he was sitting miserably backstage watching the two warmup groups stumble their way through over an hour of tired out electronic parlor tricks and unco-ordinated noise.

First came the Pink Plumm, hardly worth mentioning except for the fact that the guy keeping time by kicking the back of my seat had an excellent beat — far better than the one being produced on stage. Their best effort was "Little Latin Lupe Lu", a tired-teeny-bopper piece of pre-refinement Righteous Brothers fame. The RB did it badly too, but their current "bag" is at least a little more sophisticated.

Their stage presence consisted of a fake exit in the general direction of the men's wash-room by their organist, a bleached blond whose funniest lines were "blues, blues blues" — an introduction to (what else) the group's blues effort for the night.

"Where are you going?" gasped the lead guitarist. "Come back."

"Keep going," echoed the guy behind me.

Next, the Lemon Pipers. Where the "Pipers" comes from is a matter of interpretation, but I'll buy the "Lemon" any time.

Give them the Ed Sullivan award for ad libbing. Their favorite trick came near the end of the act when lead guitarist Bill Bartlett grabbed a hatchet and started to work on his guitar. Probably the most positive move of the evening. This trick was invented long ago by an English group called "The Who" and has long since faded into rock obscurity. Unfortunately Bartlett never got around to the other guitars, drums, maracas and amps.

He probably couldn't move across the stage anyway, after giving his amplifier several healthy kicks in order to get the thing working.

They ran into a problem that most second-rate groups find, and that is the difficulty of getting the vocals to come across louder than the instruments. A hard thing to do, as one observer commented, fighting the Place des Arts public address system with those big, hungry Vox amps. But a good group can do it.

Nearly one-third of the audience came disguised as empty seats. Those that did sit through the gruelling first half of the show mounted a concerted attack on the bars during intermission. The Lemon Pipers exited, at last, to thunderous applause. Whether this was earned for their performance or their exit is a matter for conjecture.

They sang their current hit "Green Tambourine" — I think. At least their lips were moving and there was a hellishly loud accompaniment.

Half way through their act came the "show stopper", I suppose. It consisted of several minutes of electronic pyrotechnics, a feat any group can perform, given the right equipment and a little initiative.

Actually, the man who stole the show wasn't even on the bill. During the crowning of Queen Heather Quipp, Gazette photographer Aussie Whiting walked out on the stage to get a better shot and spent several minutes getting retakes of Dr. Robertson giving Miss Quipp her congratulatory peck on the cheek.

The good Doctor happily obliged while the Queen smiled tolerantly. The otherwise bored crowd applauded vigorously.

Spanky — an oasis

Spanky and Our Gang was the fertile oasis in a barren desert of rock music and led a previously apathetic crowd

through an hour of excellent music. Their comedy was superb — well-polished spontaneity — and played on what the ethic crowd sneeringly labels "good, clean entertainment."

Put the accent on "good". A song about a garbage collector had several sober older types in the audience cracking up. The song was probably a late addition to the act, inspired by their predecessors in the first act.

Buy their album. Listen to Spanky McFarlane's rendition of the old depression blues number "Buddy Can You Spare a Dime". Sensitive and powerful; well complemented by Malcolm Hale's trombone.

Listen to Nigel Pickering burst forth with "Trouble" from the Broadway musical Carousel. Dig the message of "Come Open Your Eyes" and get nostalgic over "Sunday Will Never Be the Same".

And don't miss them if they ever get to Montreal again. Spanky is a natural comedienne — a chunky chick with a big voice in the same league as Mama Cass Elliott, but miles ahead in soul and inspiration.

In sum, a good evening's entertainment. Don't blame the Carnival people for the bad scene in the first act. Big names are hard to get these days and the entertainment committee did a fine job on the evening. Dave Young came off quite well in the demanding job of master of ceremonies.

Commerce survey scheduled

The Commerce Course Survey will begin the week after Carnival.

Thirty-two courses are slated for analysis. The main objective is to determine the degree of correlation between professor's goals and student's interpretation of these goals. There is a provision on the questionnaire for comments, as well as multiple-choice questions concerning work load, time and frequency of lectures and balance between lectures and assignments.

One part of the survey, to be completed only by graduating students, will contain questions on curriculum, the Placement Service, grading techniques, and rules for advancement.

In order that a variety of opinions may be gathered, and to give students the opportunity for constructive criticism, attendance at the lectures during which the survey will be completed is encouraged.

Policy statement

At the last meeting of the Students' Council, PUBLIC ADDRESS was requested to submit a policy statement to tonight's meeting of the Council. At that last Council meeting, several members expressed confusion as to the precise nature of this publication. Questions were raised as to whether PA was a "bulletin board" for Council or a third campus newspaper. The editor of the DAILY, Peter Allnutt expressed concern that PA was competing with his journal. PA will attempt to deal with these questions as well as to lay out our general policies for the publication.

Public Address is not a "bulletin board" for Council. To quote from the policy statement of PA's first head, Leon Gold: the purpose of Public Address is "to inform the student body on important campus activities and to publicise what is important in the realm of student affairs." (Oct. 13, 1966) While PA is more directly responsible to Students' Council than either the Daily or the Free Press, it is the "information bulletin of the Students' Society" (In fact, this phrase has been a part of the Public Address masthead for the two years prior to the installment of the new format.) A casual perusal of previous copies of Public Address will reveal that the content was not unlike the present Public Address: articles on Blood Drive, UGEQ, Winter Carnival, etc. The only real change in Public Address is the format: we're bigger.

Public Address is not actively competing with the Daily or the Free Press. We see ourselves as complimentary to the existing campus media. Due to our weekly publication it is not possible for us to cover the day-to-day news events on the campus. Our articles are primarily of informational value; plugs for this club or that activity. On occasion we have carried stories which would tend to fall into the classification of "news articles". In this area, certainly, there is the element of "competition". The structure of this University is such that information seeps from higher bodies to lower bodies, primarily through those ubiquitous individuals known collectively as "the source". Competition in this area is not a bad thing. PA believes that the first responsibility of any campus journal is to INFORM the student body.

We don't run editorials, we're not here to preach or to educate.

Public Address will maintain a completely neutral stance on all Students' Society elections. We are NOT a political journal. Public Address will never refuse to print articles written by Students' Council members. And we actively solicit these contributions.

Public Address consistently tries to present a balance of opinion on matters of general concern to the Students' Society. We feel our contentious issues section has been quite successful in this vein.

Public Address will carry interviews with individuals whose areas of activity are of interest to or widely affect the student body.

Our basic aim is to publish a good, honest newspaper each week. Public Address feels it has executed this aim thus far, and will continue to do so in the future.

H. Ian Schachter, Editor-in-Chief
John Skinner, Executive Editor
Martin Shapiro, Managing Editor
Marcus R. Kunian, Associate Editor
Larry Mlynowski, Business Manager

Our man in the stacks

Beating the book bind

by MARCEL STRIGBERGER

Last week as I was sitting in the Union coffee shop having an Alka-seltzer, over came the PA boss and two of his henchmen. He began, "This is your next assignment: Go to the Redpath Library, inspect everything from the stacks to the construction site and give us a report."

Knowing that the entrance to the stacks was heavily guarded and that there was constant blasting at the construction, I asked, "Do I get a stack permit?" He smiled, "If you return, yes."

My Alka-Seltzer burped. I felt as un-wanted as Rasputin the Monk. All I can say is if Sandwich Theatre or the McGill Players ever want to produce a sketch on the Mafia, I suggest they use the boys from Public Address... they don't have to rehearse.

The next morning I arrived at the library around 9:00 A.M. I got in around 9:30 A.M.; I finally found a door that worked.

I proceeded to the cloakroom where I deposited my coat and rubbers. The lady Barnes guard assured me that my stuff would be safe.

(Before I go on, I ask all of you to please look down at your feet and if you're wearing 2 right, size 9 overshoes, one of them is mine.)

I then went into the main library over to the reserve desk and said, "Tolstoy, 'War and Peace', please." The librarian replied, "I'm sorry, sir, but you're only allowed out one book at a time". Five minutes later, through her interpreters, I got through. About ten minutes later, I noticed her and three sturdy librarians lugging that big book over to the counter.

What a book! It probably weighed more than Tolstoy him-

self. Next to it, the Yellow Pages looked like a bookmark. I really don't believe Tolstoy could have written it all by himself; he only lived until the age of 82. And he probably died of a hernia trying to carry it to the publishers. What reading; no wonder the Russians revolted. The librarian, gasping for breath, said, "It's a two-hour book." That was O.K. I just wanted to skim anyways. I then headed for the undergraduate library when I heard a hawk-like voice say, "Your card." It was the guard. He was like Jean-Paul Marat, or just the type of guy who'd break out laughing in the middle of reading Macbeth.

Just then I noticed a guy trying to run through without showing his I.D. card. The hawk saw him, pushed a button and electrocuted him on the turnstile.

On leaving, I had to stop at the entrance again for careful inspection. And did he inspect. He was so meticulous he even punched the air out of my attaché case. I only hoped he wouldn't frisk my pants, because carefully hidden there in one of my back pockets, I had a whole set of the Encyclopedia Britannica.

Next I was to enter the stacks, without a permit. I got to the entrance and just as I had expected, there sat an old 'general'. Believe me, there is no doubt that these men were made for the job. He started, "Your pass please... your pass please... your pass please... this is a recorded announcement."

Seeing that there was no hope, I went over to one of the man-

agers to discuss the matter rationally. After 10 minutes of using my Forensic ability to the ultimate, she consented. I may have gotten her consent sooner but she had a great left jab and the high heels on her cleats really hurt.

Now there are the old stacks and the new stacks. Having some interest in archeology, I decided to visit the former. And let me say this: those stacks are old.

At the entrance I noticed a hitching-post and a trough. I walked in and lit up one of the torches on the wall. I didn't have too much difficulty following the signs on the walls; lucky thing, I still remembered some of my high school Latin.

I went over to the modern English shelf and picked what seemed to be the newest book... Cahn-terburie Tales. This was fun. Suddenly I heard a strange noise, looked up and charged out. I didn't know about you but ever since I was a kid I've always been afraid of bats.

Next I decided to visit the construction site. You can tell they're erecting a library. There are signs all over the place saying "Quiet, men at work." But I decided to call it a day after I got all splashed by a car coming up McTavish St.

So as you can see the library is in for better days. And by the way, if you're interested in getting a complete set of the Encyclopedia Britannica, see me.

Sororities begin rush Monday

The women's fraternities at McGill are beginning their spring rush on February 19.

There are eight sororities on campus, each with its own apartment. These apartments provide a place for the forty members in each sorority to relax and enjoy each others' company. They offer a coming together of diversified interests and types of people.

Their basis is friendship in a sisterhood, with philanthropic programmes, such as Heart Fund and Muscular Dystrophy, and social and cultural events to broaden the scope of their members.

Each sorority stresses scholarship. The main purpose of attending university is to receive the best possible education. They offer study programmes and each

member is encouraged to give help to or receive it from other members.

Another object of the women's fraternities is to develop fully-rounded women through social and cultural events and through service to all. Aside from philanthropy, as members of the university milieu, it must be improved through as many means as possible, such as extra-curricular activities. The sorority can be a base for any activities of its members and also a starting place for new ideas.

Spring rush provides an opportunity for all girls at McGill to meet the members of each sorority and learn about the many aspects of membership. It also gives those going through rush

a chance to make friends and, if they are in their second year, to join a sorority.

Rush is co-ordinated by the Pan-Hellenic Council which is composed of two representatives of each sorority. These girls work together to help all members and to exchange new ideas.

On Monday, this organization is sponsoring an orientation at RVC at noon hour to acquaint McGill women with the Greek system. It is hoped that, both here and at the lunches offered at the apartments during the next week, rushees will recognize the aims of the sororities and that by joining, rather than being isolated in a clique, they will be involved within campus affairs.

Public Address.

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Radio McGill's H-bomb: an ill-advised detonation?



Using a lie to uncover truth is communicating

by BERNARD LUCHT,
Former Program Director, Radio McGill

I remember well the shock those of us in the union cafeteria experienced last week when Radio McGill announced that the United States had dropped an atomic bomb on Hanoi. The act of folly had finally been committed. Supper-time conversations abruptly broke off, as we began to contemplate the immensity of what had happened.

In its impatience with Japan during World War II, the United States had used the bomb to destroy Hiroshima and Nagasaki. Lyndon Johnson had long been impatient with Hanoi, and getting rid of it seemed to be consistent with his way of doing things.

Listening to the news which came from the loudspeaker that evening was a brutal experience, perhaps for a few people, too brutal. One dark-haired girl I saw had burst into tears, and was being taken out of the cafeteria by two friends. Then came the rumour of hoax. There was a rush of students to the phones downstairs, and shortly after, the rumour was confirmed. No atomic bomb had been dropped on Hanoi, but if it had been, we were certainly the only ones who knew about it.

When I returned to the cafeteria from having made my own phone call, the McGill production was just ending. An announcer had somberly introduced the U.S. President, then, a short pause, and we heard the opening notes of The Star-Spangled Banner. There was an outburst of laughter in the room. The drama had come to an end.

My initial post mortem of the broadcast evoked only anger. Why should we have been so harshly deceived? Why should that dark-haired girl have been needlessly subjected to so severe a lie? The broadcast, I felt, had been irresponsible. It was untrue, and there was no need to go around alarming people for nothing.

The impact of the evening's event dwindled rapidly. Within a few hours, it had become an interesting experience, no more than a well executed scare. But I began to wonder if there really was nothing to be scared about. Only a few weeks before, I had listened to Congressman Mendel Rivers urge President Johnson to use nuclear weapons in Korea. It was time, he said in his southern drawl, "to bring righteous retribution on that there crowd." He was referring to the Pueblo incident.

This past weekend, the British Prime Minister, Harold Wilson, spoke on American television. He warned that the use of nuclear weapons in Vietnam would be an act of lunacy. We may be closer to the brink than we realize.

It is unfortunate that the ethics of what I'll call "establishment" journalism decry the publishing or broadcasting of material that shocks people. "Shocking" material is in "bad taste." It is "sensationalistic." Yet, something called "good taste" often subdues the truth. Ugliness is part of our world but publishers have been reluctant to publish it, and broadcasters have been reluctant to broadcast it. They have been afraid to admit, that, many times, the only way to make a point is to disturb people.

Disturbing people with shocking truths is one thing; disturbing them with half-truths or lies is another. Yet, using a lie to uncover or illustrate a truth is a way of communicating what we have come to accept as legitimate. That we are temporarily taken in is irrelevant in the long run. The important thing is that the communicator using the lie judges as carefully as possible the consequences of what he is going to say.

In 1938, Orson Welles had panicked a country; last week, Radio McGill panicked the union. But the shock was short-lived. We had access to information outside the building, and one could reasonably assume that intelligent students would phone their homes, the newspapers, or other radio stations to find out if others were hearing the same things that they were.

The program may have been temporarily brutal, but none of us are worse off for the experience. We were frightened by a fiction, but as recent events show, it was a fiction not far removed from reality. And that reality is something to think about.

Irresponsibility endangers mass media

by GEORGE RADWANSKI
Former Program Director, Radio McGill



There's a thin line between experimentation and irresponsibility. Radio McGill's stimulation last week of a U.S. nuclear attack on Hanoi exceeded that line by a country mile.

It would be difficult for any public medium to explain its reasons for a broadcast of this kind. Radio McGill, interestingly enough, hasn't even tried.

The campus at large hasn't been treated thus far to anything approaching a detailed explanation from official sources.

Under the circumstances, the very best that can be said about the broadcast is that Radio McGill management has displayed a disturbing ignorance about the role and responsibilities of the medium in which it works.

By their very nature, mass media have a tremendous responsibility to the public which they reach. Simply by reaching so many people, the media have a power which must be tempered with responsibility if they are to avoid becoming a major treat to public welfare.

This much Radio McGill apparently realized. Shortly after the broadcast, Station Manager Howard Heitner displayed a brief type-written statement to the effect that the broadcast proved that "people are conditioned to believe anything that is broadcast, and that this holds certain dangers by placing such awesome power of mass reaction in the hands of the media."

The fallacy in this approach is that the danger from mass media lies precisely in the type of irresponsibility perpetrated by Radio McGill.

Credibility is the basic assumption of all human communication, whether on an individual or mass level. There would be no point in asking someone the time if the odds were great that he might lie; there would be no point in listening to the news if what one heard were substantially untrue.

At the same time, the speed with which the whole configuration of the world can change these days requires mass communications which can inform the public on a moment's notice.

No one would deny that the media do occasionally distort or even omit the news, but the criterion is credibility. A news medium that proves itself consistently inaccurate is soon discarded by the public in favor of a more reliable one.

The real danger of "mass reaction", however, lies not in day-to-day news coverage but in reporting emergency situations. People react "en masse" only when they perceive themselves threatened.

In situations like that, people have no choice but to rely on what the media tell them. If a fire alarm rings or there's warning of an impending earthquake, the average person wouldn't want to take the time to conduct an opinion poll. He hears and he reacts.

That's perfectly right and natural, as long as the media live up to their part of the bargain.

In the pinch, breaches of faith in such situations have been most rare.

Radio McGill's action was one of them.

Radio McGill tried to preach against a crime by committing it. That sets a fine precedent.

Perhaps the Rifle Club could show the dangers of careless riflery by winging a few random shots into the cafeteria. Or the Judo Club could preach against needless violence by breaking a few backs.

And there can be no doubt that Radio McGill's broadcast was in fact dangerous. As it was, at least two girls went into a temporary state of shock. The consequences could have been far more serious. There were a number of older people in the cafeteria waiting to attend the Middle East conference. Any one of them, hearing news which carried a strong possibility of global nuclear war, might easily have suffered a heart attack; one man didn't look far away from it.

In addition, many people telephoned their homes to pass the news on to their parents. The reaction of any such parent couldn't be predicted in advance. People have been known to react quite drastically to less frightening news than the broadcast contained.

Radio McGill was just lucky that no consequences of this nature occurred. What right did it have to take such a risk with the welfare of others?

Nor can Radio McGill claim that people's belief in what was broadcast proves some sort of point in itself. Stranger things than what the broadcast described have happened in human history.

Particularly since "someone" had taken the trouble to disconnect the TV set in the Union lounge, people had no immediate way of verifying the report. They assumed, quite naturally, that Radio McGill wouldn't interrupt their supper with a false emergency program.

The only thing this proves is that they assumed a greater degree of responsibility on the part of Radio McGill personnel than actually exists.

(Continued on page 8)

Donald Kingsbury is a lecturer in Mathematics. Presently he is on a leave with pay to do research in course design. He is 38.

PA—In the area of Course Design, are you getting cooperation from the Administration and from the faculty?

K—Students were the first to take an interest in some of my proposals. And after that, after we worked with the students, the Administration did take an interest, and at the present time I have a year off in which I've been going to the University of Michigan and other places, studying, and learning design technology. The Administration is kind of slow, but I think they've always been interested.

PA—How important are graduate degrees when you want to get a job teaching? Is there too much emphasis on them?

K—I think it's kind of naive to assume that any degree is a real measure of what you want. I know a lot of Ph.D.'s aren't creative at all and a lot of Ph. D.'s who are very creative. It's not a very good measure of what you want. Also you may put such a stress on research that there's no payoff in say, learning. I mean setting up learning environments and being interested in that kind of thing. I feel that if



The University is a bit too socialistic and not capitalist enough.

you really want to increase education quality, one thing you can do is make payoffs in specific areas that are deficient — very high — like at McGill there's a certain number of courses which the students have very many complaints about.

PA—Incidentally, well let me ask you this, how did you get involved in Course Design?

K—Well I was lecturing for years. I have a reputation for being a fairly good lecturer — at least if my flatterers are right — but I could tell that I wasn't getting across. You're explaining something and you're beating your brains out explaining it well and you're giving them beautiful notes and they're coming up with some absurd conclusion — they're obviously not learning.

PA—Some of the educational techniques you talk about are quite new. Are you finding problems among the faculty?

Are you finding resistance?

K—A lot of people disagree rather violently with me. I was just at a meeting yesterday, discussing my course design project, and one of my colleagues was in rather violent opposition to it. This is just sort of normal in an organization. I think most of the opposition comes from just the structure of the University in its implicit value systems, which doesn't put much stress on education research. If you changed the value structure, I think you'd get people who are violently opposed to it now very interested in it, if there was any payoff in it.

PA—How do you change the structural value system in a University the size of McGill? You have people who are entrenched in it, who are quite happy where they are, and with the way things are going.

K—You can fool around with different types of structures. One of the rigidities in the system is because of the information monopolies that we have.

PA talks to Don Kingsbury

What IS the matter with

sometimes I think the University is too socialistic and not capitalistic enough.

PA—Oh! Is that going to be a great caption for a picture!

K—Sometimes shopping for courses at McGill is like buying shoes from a Russian shoe factory: either you take what's given to you, or you go barefoot. If you had competing departments, one professor couldn't put out a sloppy course because the other departments would say: ha, ha, there's 15 students or 100 students there that we can capture if we put out a good course in this area!

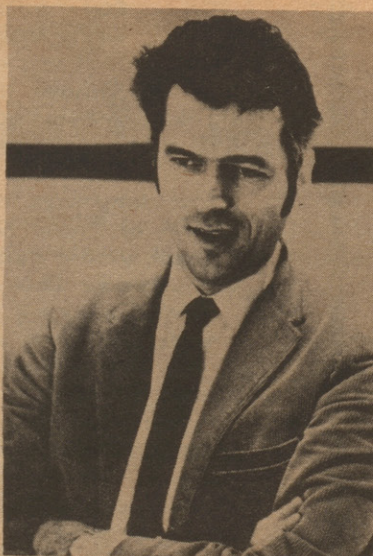
PA—How do we weed out the lousy teachers?

K—If the University really wants to get rid of some of the worst teaching going on, the best way to do it is not to fire these teachers, but to start giving them a really strong competition so the students will see something so much better that the profs will start getting a rough time. I don't even think they know how to improve the quality of the teachers. There's so much in the structure that's just built up, it's just implicit there. We really need good operational research going on, wondering why, what is this departmental structure doing, why is it having this result. But that would take very far-sighted people in the Administration, taking that much initiative in operations research to do an overhaul of the whole University.

PA—Is the student-administration confrontation we've been having on this campus recently a useful tool for reforming the educational system?

K—If the Administration is very slow, it's going to generate more and more of these confrontations. I see something like the Union movement in labour developing. If the Universities do not respond fast enough, they will have to face a strong students' union which can pick on one of the worst courses, and very carefully do an assessment, and then do a clobber job on it: have all the students boycott it. I can see things like that developing. That's one of the reasons why I'm interested in it. Because I see the bad learning environment as one of the critical generators of student discontent. If you have a student and he's going to classes and he's happy, he's learning what he wants to learn and it has application in the world outside the classroom, and he's learning how to think, he's doing what he wants to do, he's not going to revolt... he's happy.

PA—We've heard a lot about priorities. What happens when political priorities get in the way? In order to change the education system, you really do need a revolution, but many times, stu-



It's naive to assume that any degree is a real measure.

dents emotional verve is more easily generated into other issues. How are you going to get them so that they're committed to educational reform?

K—Passivity is starting to disappear — students' expectations are going up. The Universities as they are now create passive students. It's a self-stabilizing system. The system couldn't handle active thinking

students. But there are things that you might call negative feedback — disturbing forces. One is the fact that the Universities have oversold themselves. They've said: we're the cure-all for the world's problems. And so the students that come in believe that. They say: well this is the function of the University; this is the cure-all, this is the solution. And then sit in their classrooms and the whole thing is just dead, and then they rebel. The protest has been very dispersed at McGill. People aren't really focused on any ideas and are just hitting out and massed up without really knowing what they're hitting at. This is characteristic of a population coming out of apathy.

PA—Could you give us your view of the student movement? Are there structural problems?

K—The structural problems among McGill's students are probably much worse than in the administration but then they're much less formed and they can probably take a shape to fit the problems of today rather than the Administration taking a shape to fit the problems of yesterday. And I've seen a radical change in the student organization and stuff like that in just the last few years. I remember when I first got involved, I just sort of blasted an article off the top off my head a couple of years ago, called "the fossils in McGill structure". And I was hauled down to the Union and Mark Wilson sat me down and said: "you talk big, what can you do?" And I started to sit in on a few student discussions and I could see a lot of feeling and concern, but a lot of



I'm getting two or three pregnant girls a week to talk to me.

dispersion. I saw a great deal of not knowing how to organize, not knowing what to do, not knowing what the issues were. Well I could see people ready to blow up the place, but not really knowing which buildings, or how to fuse dynamite.

At that time the radicals thought that if they were forceful enough, communication with the Administration was possible. It's evolved to the point now where good two-way communication with the Administration isn't even necessary. The group dynamics have changed because there is a very heavy turnover of students. So that the revolutionary skills that are developed over a period of years don't persist because the student leaves. Now I see them experimenting with different group dynamic techniques that have been developed by different organizations. Like the war on poverty where people have been concerned with how to organize very passive poor people to start asserting their rights, making their cause known. A lot of the skills are applicable because students, like poor people, are very passive. And they are quite dispersed. So if you have a technique which has helped to organize a block of poor people, it will probably work with University students too.

Old McGill?

PA—This is a city college. The majority of the student body are nine to five students. Most of the students who are concerned with their education live here, in the ghetto, in residences; it's a 24 hour process. But the "nine to fiver" comes here at 9:00, goes to classes, sits around the Gaza Strip, or in the Union lounge, then goes home. He doesn't read the Daily. How do you get to him?

K—Well I think the way he's going to be reached eventually, I've heard some students talk about reaching this type of person. Discussions I've heard involve reaching him where he's hurt, say in the bad classes he has. Or when he becomes aware that this degree he's going to get is getting more and more devalued, industry is starting to take a very sceptical look at the Ph. D. after the Ph. D.'s they've gotten in the last three years. These guys are payed high salaries and they aren't producing. This is starting to feed back into the University bit. A lot of the education they're getting, a lot of the time they're sweating isn't going to pay off.

PA—Isn't this type of feedback going to step up education in the Graduate faculties? Everybody wants a specialist these days.

K—No. A lot of industries are getting fed up with specialists. It won't reach the student. His brother comes back and says: "ha, ha, ha. You're going to get a B.A. or a B.Sc. or a Ph. D. Wait 'till I see what good it's going to do you! You're wasting your time." He knows this guy's out in the world, and he's just got his Ph.D. What he's saying is carry-

ing some force. And the guy's saying: "Well, we need specialists like holes in our heads. We need a generalist who can move from one area, who can see big problems, who's an interdisciplinary man. This pablum we're getting out of the University, all these passives we're getting, we can't use them. We don't know what to do with them. We have to retrain them."

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The Universities are creating passive students.

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PA—Let me ask you a question about perverse lust: you've gained a great deal of publicity at McGill because of your views on the problems of birth control and abortion. What do you think of Council's move to disseminate birth control information at McGill? Are we running a risk of breaking the law?

K — Well one of the troubles the older generation has had with the younger generation is that they persist in keeping all sorts of terribly obsolete laws



in the books. This forces people to violate the law. And when there are some very important laws that people violate all the time, they start to lose respect for the society which maintains these laws.

PA—Is this really a very important law? A student can just go to the corner drug store and pick up a prophylactic. It's no sweat. Do the vast majority of students really feel that this is a very important law, like murder or something?

K. — But they know the law's in the books, and they see the society is involved... When a girl goes to a gynaecologist, and he gives her a prescription for the pill, he doesn't give it for birth control, he gives it to control her menstrual period or something like that because of the law. Well I don't think that people take this birth control law too seriously. I don't think that McGill is terribly interested in pressing for a reform of that law because it's not being enforced. Another law that let's say they would care about because it is being enforced is the abortion law, which does create large numbers of violators every year.

PA—What has been the reaction to your views on abortions among the faculty and students?

K—From the staff I've had all sorts of people come up and agree that something should be done about this abortion law. I get some kind of reaction, 'well we should help these girls, but we've got to keep it underground because we don't want anybody else to know we're helping them.' You know it's not guilt, it's cowardice. Since I wrote the article, I'm still getting two to three pregnant girls a week to talk to me. Just steady, current. Right now I'm in the middle of handling Christmas and New Year's parties.

Carnival debate tourney brings 40 schools

On Thursday, February 15, the Annual McGill Winter Carnival Debating Tournament will once again bring to the McGill campus some of the best collegiate debaters in North America. The tournament, the largest international tournament in North America, will this year feature teams from 40 schools.

Included in this forty are schools such as Harvard, the 1966 winner, Princeton, Swarthmore, Cornell, Tufts, and Columbia, last year's winner. The tournament, which will commence Thursday night and end on Saturday, features the resolution: "Resolved that the United States should adopt a policy of isolationism."

The debating tournament comes in the wake of an unprecedented sweep by McGill of the Inter-University Debating League two weeks ago. Although McGill sent only two teams to the championships, these two teams made off with six of the seven trophies available, and were the only teams undefeated in the regular rounds of the tournament.

In the finals, the McGill teams clashed, with the negative team of the McGill Debating Union, of George Radwaski, president and Gordon Crelinsten eventually emerging as champion.

Other trophies captured by the McGill contingent included best affirmative team, Dave Ongley and Jim Tierney; best negative team, Radwaski and Crelinsten; best affirmative speaker, George Radwaski; second-best negative speaker, Gordon Crelinsten.

The Inter-University Debating League, of which McGill's Ed Glynn is outgoing president, is a federation of all the universities in Ontario and Quebec, and is the official branch of the Canadian Forensic Society in these two provinces.

The triumph at Waterloo, though the most spectacular of the Debating Union's successes this year, is only a part of one of the debating societies most successful year's ever. In the Sir George Williams Tournament, the McGill team of Danny Leechins and Gordon Crelinsten placed first and another McGill team third. In the Bishops University Debating Tournament, a McGill team reached the finals, and in a recent 120 team tournament at Tulane University in Louisiana, a McGill entry finished high in the standing with a 5-3 record.

McGill's Debating Union, the largest in Canada and the oldest student activity on campus, is the only Canadian union regularly invited to American tournaments. McGill this year has entered twenty tournaments, including eleven American and nine Canadian meets.

When considering McGill's record in the United States, one

must remember that McGill is at an automatic disadvantage whenever it attends an American tournament, due to the American Collegiate debating system.

In the United States, unlike Canada, a National Collegiate topic is chosen at the beginning of each debating year and is the only topic debated at American tournaments that year. The American teams debate this topic frequently and a vast amount of research is done on it. McGill, on the other hand, also must prepare for the Canadian tournaments and is therefore unable to devote the time to the National topic that the American teams do.

Furthermore, most major American universities have a professional debating coach, and many offer courses or even a degree in the forensic arts of debating. McGill's debating union, an entirely extra-curricular affair, simply cannot follow this procedure.

Nevertheless, McGill has received an invitation to the American Forensic League Championships to be held in Chicago in May. This represents the first time any Canadian University has been invited to apply, and is a breakthrough for Collegiate debating in Canada.

Day at Habitant highlights Carnival Friday

by ERNIE KARKOUKLY

The most exciting and physically satisfying highlight of the McGill Winter Carnival is usually the ski trip up North. This year's edition will be held Feb. 16 at Mont Habitant in serene and majestic-looking St-Sauveur.

Buses will leave the Roddick Gates between 8:30 and 9:30 A.M. The cost of a round-trip ticket is only \$2.50. The more spoiled members of our society who plan to reach the destination by cars can go via the Laurentian Autoroute and take exit 26. They will also have the opportunity to drag with the buses.

Mont-Habitant is an excellent ski area for beginners and experts. Grooming and artificial snowmaking equipment will ensure perfect conditions. A full day ski ticket will cost \$1.75. Ski equipment, which includes boots, skis and poles may be rented for the very moderate price of \$2.75. For the technique-conscious skiers, lessons are available at \$1 per hour. For the non-skiers, a skating rink will be open and sleigh-rides will also take place.

The Third Annual McGill Winter Carnival Intercollegiate ski meet takes place in the morning.

This will involve the top racers from the Montreal area colleges competing in a Giant Slalom. The annual inter-fraternity ski race will be run in the afternoon. This usually exciting race will feature McGill's 19 fraternities competing in a giant slalom for the IFC trophy.

The swinging and romance-seeking set will not be disappointed as the Bonhomme Restaurant and Le Trappeur Bar and discothèque will be open throughout the day.

The Carnival Connection, one of Montreal's grooviest bands, will play in the restaurant from one to four P.M. At this time prizes will be presented to the winners of the ski races, as couples congregate in romantic twosomes in true après-ski atmosphere. Buses will leave the scene at 4:30 P.M., in time for everyone to get prepared for the Las Vegas Night festivities.

Candidates' Platforms

Public Address will be printing candidates' platforms in a special election issue on February 27. Candidates must hand these platforms in to PA by Wednesday, February 21. These platforms must be typed and double-spaced on one side of the page. Include a glossy photo.

Public Address will not know how much space will be available for each candidate until after nominations close. Candidates should contact Martin Shapiro at 849-0249 for an exact word count.

PA's brief guide to McGill's government

In recent weeks, the necessity for a simplified structural analysis of the administration machinery of the university has become obvious. Even the most active participants in student affairs of the university have very little knowledge of its administrative make-up. This short analysis, we hope, will clarify certain matters.

The B of G and its members

McGill University is a private corporation, officially known as a "Royal Institution for the Advancement of Learning." The trustees of this corporation comprise the Board of Governors. The University status in the past as a private institution has necessitated the existence of such a Board; it is within in the last decade that this status has been eroded.

The proposed composition for 1968-1969 of the Board of Governors as contained in the Report of the Joint Governors-Senate-Committee on University Government at McGill will be as follows:

Chancellor
Principal

5 members elected by the Graduate Society with five-year staggered terms.

5 members elected by the Senate (three-year staggered terms).

These are to be elected by the elected members of Senate (19) but all Fellows of the Senate except Governors are eligible for election. 24 other Members proposed by the Nominating Committee and appointed by the board to staggered five-year terms: the Nominating Committee acting under a general directive to propose a membership that will reflect the diversity of the McGill community and the diversity of the larger Community that McGill serves.

Attending but not members:
Vice-Principals

Executive Assistant to the Principal
Secretary of the Board
Total members: 36 Quorum: 10

Among the standing committees the most prominent are:

- 1) the Executive Committee
- 2) the Nominating Committee
- 3) Finance Committee

According to the University statutes, the Board possesses general jurisdiction and ultimate authority over the affairs of the University.

Specifically it appoints:

- 1) the Principal
- 2) Vice-Principals
- 3) administrative officers and personnel as is deemed necessary.

In this respect or context, it also determines their tenures of office and salaries. It also has the power to fix and determine all fees payable to the University.

As trustees of the University the most important functions of the Board have been:

- 1) the management of the University's financial resources,
- 2) the making of all contracts on behalf of the University; for example the appropriation of land for University extension.

The President of this Corporation and Chairman of the Board of Governors is the Chancellor; as such he is also an ex officio member of the Senate.

The Senate forms Academic policy

The University differs from a clear-cut business corporation due to the existence of a body charged with legislating academic policies, called the Senate. **Composition:** following the previous scheme the proposed composition of Senate is as follows:

Chancellor

Principal

Vice-Principals (2)

5 Members of the Board of Governors

11 Deans

5 Vice-Deans of Arts and Science

The Warden of Royal Victoria College

The Director of Continuation Studies

The Director of Libraries (New Appointment)

19 Elected members (3-year term):

5 from Arts and Science

2 from Medicine

3 from Engineering

1 from Law

1 from Agriculture

2 from Education

2 from Graduate Studies and Research

3 from Students' Council (new appointment)

The Principal is the academic head and Chief Executive Officer of the University. As such he bears the title of Vice-Chancellor. He has the power to recommend to the Board any appointments, promotions, and requirements of all officers and employees of the University. He is the official communications link between academic members, administrative members and the Board. He is a member of all faculties and of all committees of the University. He is responsible for preparation of an annual budget for submission to the Board.

The Senate exercises control and supervision over academic activities, that is, establishment of faculties, schools and departments, the approval of curricula, requirements for degrees, building expansion. The Senate meets at least once a month during the University session.

Sub-committees and the student

There are presently thirty standing committees of Senate. These range from the Academic and Development Committees to the Athletic and Lyman Entomological Committees. Whether one considers these *de jure* or *de facto*, these committees form policies in their respective fields. In their membership, these Committees display a random sampling of faculty with an attempt at representation.

STUDENT INVOLVEMENT

The Executive members of the Students' Society have in the past formed the only official communications link between the University government and the students.

In the past two years, the Students' Society has appointed student representatives on some Senate Standing Committee (see list at right). The number of these representatives has consequently increased to over twenty-eight. The students actually participating in these bodies are by no means a reliable reflection of campus opinion on all University affairs. Indeed, the desirability of having student representatives on all Senate Committees is questionable, since the presence of students on some bodies will doubtlessly be impractical. Some of these committees deal with matters of a highly technical nature devoid of academic policy, for example, the University Museums Committee.

The Students' Society *per se* is not structurally involved in University Government other than the *ex officio* membership of its Executive officers, that is, the President and the Vice-president on the committee of Student Activ-

ities and the Men's and Women's Athletic Boards. As previously described, official appointments of student representatives on Senate Standing Committees has been a recent issue. The External Vice President of the Students' Society and the Officer of University Relations are responsible for the co-ordination of activities of these student representatives.

FACULTIES OF THE UNIVERSITY

The University is comprised of ten faculties. With the exception of the Faculty of Graduate Studies and Research the body known as "Faculty" is composed of professors and associate professors. The McGill Association of University Teachers is an association composed of a fair number of full and associate professors. The Chairman of the "Faculty" is the Dean of the respective Faculty. Most Faculties meet at least once a month. Within each Faculty there exists a body with respective legislative academic authority. In the Faculty of Arts and Science this body is known as the Faculty Council.

COMPOSITION OF THE FACULTY COUNCIL OF ARTS AND SCIENCE

The Faculty Council may be considered as a miniature version of the Senate of the University and as such operates its own Standing Committees. These committees are listed in the Arts and Science Calendar. It also operates Faculty Review Committees such as Committee on Educational Procedures and Committee on the First Year. Similarly, a comparable format of operation of the other Faculties is applicable.

Who are the Student reps?

Officer of University Relations

Christopher Tsoukas, B.Sc. IV

University Libraries Committee

Christopher Tsoukas, B.Sc. IV
Susan Shimelman, Ph.D. IV
Marshall Finkel, B.Sc. IV

University Placement Committee

Richard Pomerantz, B.A. II
Bernard Sepinwall, B.C.L. I
Devinder Garewal, B.Eng. II

University Scholarships Committee

Michael Weinberg, B.Sc. IV

Committee on Student Health

Michael Blau, D.D.S. III
Marilyn Dumaresq, B.Sc.N.V.
Lorne Ruby, M.D.C.M. IV

Committee on Sessional Dates

Christopher Hoffmann, B.Sc. III

University Libraries Liaison Committee

Herschel Gavsie, B.C.L. I
(Chairman)
Gary Beitel, B.A. II
Sam Metalin, B.A. IV

Communication of Information

Norman Glick, Ph.D. III
Alan Kirschen, B.Sc. IV
Serge Segal, B.A. II

Book Store

Pat Cavanaugh, B.Eng. El. V
Harvey Schachter, B.Com. IV
Nicole Leduc, B.Sc. III

Development Committee

Michael Vineberg, B.C.L. III
Martin Dreyer, B.Mus. IV

Committee on Development and Academic Policy

Bill Lenihan
Peter Foster

Articles on this page by

CHRISTOPHER TSOUKAS,
Officer of University Relations

Assistance from:

BOB BUCHANAN, D. J. SARNATHSINGH, PAUL WONG

Open meetings in the Ivory Tower?



All segments must have an equal voice

by JEFF MARVIN
Student rep., Tripartite Commission

If the administration of this university ever decides that they have had enough of confrontation, they will open their meetings and attempt to draw students and faculty into the decision-making process. It's amazing how much pressure can be relieved by direct communication — of the two-way variety, which means listening, too, and that goes for students as well as administrators. As it stands, it is a basic contradiction in terms to attract students to sit as voting members on senate committees and yet keep these meetings closed. If the inertia of McGill is going to be displaced by democratisation, it's going to mean allowing people to observe their representatives and committees in action. Furthermore, committee representatives — chosen by their respective bodies — would then be open to the scrutiny of their electorate. What better way to ensure that the representative "stands" for the people who voted him in to his position? Furthermore, those students who would deride their fellow students in their attempts to represent them on such committees are closing their ears to an essential question — if students cannot represent students, who can? This does not detract from the importance of getting students a strong enough voice on these committees so that their ideas don't go unheard.

Democratisation of university government means that all segments of the university community will have an equal voice in how the university is run. Decisions will flow in a level stream, not a downward one as is the case today. The paternalistic structure of McGill university was born out of an era of private institutions of learning opening their gates to a privileged elite. McGill can no longer accent this philosophy if it is to play a dominant social role in Quebec-Canadian-North American society. Full participation by all segments of the university community in decision-making allows a more thorough and flexible exchange of ideas among academicians and students alike. This also means allowing maximum exposure of any common problem or idea to the entire university community.

One basic argument against open meetings is that more work gets done in closed meetings. I doubt that this is necessarily true. Witness the recent open seminar of the tripartite commission. Feelings were aired with very little inhibition, and ideas were fostered. I cannot see that the result would have differed had the meeting closed its doors. I can only express my total regret and disappointment that the commission voted not to open all its deliberations. Granted there are certain cases where some information must be discussed confidentially, in which case the committee in question should make public its reasons for closing its discussions. If these reasons fail to satisfy the university community — as was witnessed in the Fekete fiasco — machinery can be brought into play to pressure the committee to rethink its position. In this way, a committee would have to have strongly valid reasons for closing itself up. The Fekete case amply illustrated that the principle of closed meetings is an unrealistic remnant of an archaic system. The amazing problems that arose out of the Disciplinary Committee's original decision to close the hearings even to television I shall never forget. Machinery was put into motion all over the place to rectify an obvious injustice, but all peripheral to the committee, because they were so concerned with losing face. It is this type of affair that open meetings prevent.

As crisis after crisis appears on the McGill horizon, maximum exposure of the problem must be ensured. Any decision a senate committee makes affects all of the McGill community — students, faculty, and administration alike. I want to know exactly how any decision is taken which affects me. If I happen to think, for example, that war recruitment on McGill campus is a contradiction of the very essence of the university ideal, I want to know why war recruitment is allowed, not simply that it is allowed, period. That argument goes the other way also, of course.

Finally, any student representative who accepts closed meetings in principle and yet asserts his belief in the democratisation of university government is accepting an elitist belief. To me, this is untenable. A student who believes in closed meetings AND the fact that the McGill government is fine as it stands will further find himself in the position of holding back the future. When the appropriate bodies do control the university of the future, closed meetings will be to them of historic interest only. For without a truly democratic ethos, the university remains a sterile institution.

Open meetings lead to non-productivity

by RICHARD POMERANTZ
Member, Placement Service Committee



At the establishment of Senate sub-committees, there were no clauses stipulating (1) student representation, (2) open meetings. The former was to change; it had to be changed; but with the addition of student representation, the fundamental reasons for creating Senate Committee meetings are not to be altered.

The committees were created to study important policies and issues confronting the various branches and interests of the university. The meetings were to be administered as informally as possible, thus eliminating the carnage of trivial details, points of order, and interruptions present at open meetings. This is necessary, for quick well-documented decisions are to be made by the respective committees, at times. In this informal, unharried, and representative atmosphere such policy-making, or rather **policy suggesting** (for ratification by the Senate) is possible and indeed evident. To open such affairs would of necessity, for such is the nature of open meetings, lead to trivialities, lobbying, interruptions, and the other chaos McGill now sees at such open gatherings.

Representation

Representation! Yes, student representation denotes exactly that (representation of the student — not a student committee with administrative representation). The student(s) suggest, counsel, and act as a member, not an alien, but an equal individual member of his respective committee, without undue pressure of emotional parties beleaguering him at his left elbow. Open meetings are suggested by those who desire representation for their specific abuses. Fine! But, these open meetings lead to Performance not Representation. Suddenly, everyone in the room is in a position of attention, position of biasedness, and not in a position of objective representation. Such interested parties who desire representation for their beefs, are more than encouraged to submit requests for invitation — at which time they may present their contentions in person. This is the policy of the committees. But, the interested parties desiring such open meetings, either, (from past experience) never present such submissions, or reject the forwarded invitations to appear.

Indeed, they tend to show a disinterest at appearing — leading quite conclusively that the desire for open meetings would result in a display where emotions, and not facts would prevail upon those present, especially the other "believers". In these situations, a non-objective air would hover, no longer informality, but rather the bureaucratic formality that is present in all open meetings and with which these same "contentions" so heartily disagree.

Decisive Action

Representation can only be accomplished in that room of clear-cut thinkers; clear headedness; clear objectivity — so decisions may be made. Open meetings are fine for those who desire a clutter of paper; a litter of ideas; and bitter emotions. Open meetings lead to interruptions, petty beefs, and non-productivity. Senate sub-committee meetings need decisive and quick decisions at times. Representation of the students is present in the committees; representation upon requests for invitations are encouraged from interested parties. The senate sub-committees were created for action, therefore there must be;

Representation — not performance

For those who desire open meetings, experience gained by being a member of such a committee would render your thinking drastically. With the foreknowledge that a decision, perhaps having great implications needs to be made, and with the knowledge that as a member of that committee, you are expected to contribute a full share, so as to lead to a well-thought out decision, the less confusion the better. It is simple for those who have no idea of either the function or the practicing policies of the committees to suggest open meetings, but participation and experience would stifle such an outcry. Till that experience is had, till that knowledge of representation is gained through participation, and till that day when open meetings will guarantee representation and not performance, the suggestion of open meetings is just another call for non-productivity from those who seem to desire just the opposite.

Run-down music school a paradox

The Faculty of Music at McGill ranks as one of the three leading music faculties in Canada. In terms of its registration and the quality of its teaching staff and student body, McGill's Faculty of Music is equalled by few others in Canada.

The Faculty of Music building on McTavish Street, however, gives no indication of this pre-eminence. Indeed, this building, which to many Montrealers is their first direct contact with McGill University, "can be compared to nothing else but the slum buildings of New York City," as one embittered music student put it.

Upon entering the building, one sees the steep staircase, the chipped paint on the walls, the cracked linoleum. But it is only upon descending into the basement to the practice rooms and the student lounge that the filth and squalid nature of the building begins to sink in.

As one walks past the practice rooms to the student lounge, one sees the wooden pillar holding up the roof beside the men's washroom, the purple pipes running along the length of the ceiling and the walls, and the gaping holes in the walls of the practice cubicles.

In the common room itself, there is an overwhelming impression of purple, orange and black. The plywood floors spattered with drips of blue paint, the overstuffed chairs and the Salvation Army furniture, the walls of stone, the door to the fire escape nailed down and the cracks covered with black tape to keep the draft out — these all contribute to the atmosphere of depression and shabbiness predominant throughout the building.



"SLUM BUILDINGS IN NEW YORK." Facilities are so cramped that proper filing cabinets are not used.

Students voice many complaints about the facilities. Outstanding among there are complaints about the location of the three Faculty buildings six blocks apart, lack of space and lack of sound-proofing.

In 1962-63, there were 56 students at the degree level and 15 more taking courses for credit in the Faculty of Music. Even then the practice facilities were inadequate. This year, there are 220 students at the degree level, an increase of almost 300%, and 170 more at the faculty level taking courses for credit, an increase of over 1000%.

There are also 260 high school and public school students at the preparatory level using the building's facilities,

and extension courses. Regular classes, conducted in the McTavish Street location, further add to the congested situation.

Although most classes have been transferred to the two other buildings used by the Faculty of Music, a critical lack of practice space still prevails. An indication of the cramped practice facilities is that 50 brass students share four practice cubicles, and even these can't be used if there is a class above the room because there is no sound-proofing.

The situation is so bad that one student told me that he intended to transfer to the University of Toronto Faculty of Music next year solely on account of the lack of practice space.

Lack of space is not confined to practice facilities. Many of the classrooms are outdated and too small for effective teaching. One class in music theory is conducted in the Stewart Biological Building, because no lecture room in the music faculty can accommodate 85 students at one time.

An adequate concert hall is also needed. The two concert halls available at McGill University, Moyse Hall and Redpath Hall, are both small and unavailable to the Music Faculty during the day. As Music Faculty Dean Helmut Blume put it in an interview, "The present situation in the Music Faculty corresponds to that of a chemistry major using 1904 equipment in his laboratories."

Even the facilities which do exist are grossly inadequate. The student lounge, which was made habitable only when the students decorated and furnished it themselves, did not have a radiator until three weeks ago.

The absence of heat in some parts of the building this year resulted in students practicing in the furnace room, and playing bridge in the common room with their coats and gloves on.

An indication of the true state of the McTavish Street building is that it was officially condemned as a fire hazard, and that exterminators come every two months to put rat poison into the holes in the walls. (In all fairness, however, the McTavish Street building is by far the worst of the three which the faculty uses.)

A tradition persists at McGill of assigning buildings totally unsuited for music to the Music Faculty. The Music Faculty at McGill began 65 years ago, when courses in music were given at RVC. Since then, the Faculty of Music has been housed in a number of residences and ex-apartment houses, until the current McTavish St. building was assigned to the faculty in 1960.

This building, an ex-apartment house built in the latter 19th century, is, in Dean Blume's own words, "completely unsuitable for any musical pursuits because it was never intended for that purpose. The question is whether a private home is ever capable of fulfilling the functions of a music faculty, and the answer of course is no."

In 1964, the administration, in recognition of the space problems in the Faculty of Music, assigned the faculty



ASTHETICS IN D MAJOR. Music Building on McTavish has been condemned as a fire hazard. Exterminators are called every two months.

two more buildings on Redpath Street, both former private residences. Although these two buildings have improved the teaching situation somewhat, the lack of a concert hall and of adequate practice space still remains.

Dean Blume stressed the point that "the administration is aware of our problems and wants to help us, but it's the money which is lacking." Therefore, the Faculty of Music has started a fund-raising campaign to finance a new Faculty of Music building which would solve the problems of lack of space and inadequate facilities.

Until now, any successes which the McGill Faculty of Music has had have been in spite of the facilities, and it is a tribute to the perseverance and dedication of its music students and faculty that McGill Universities occupies the position in the music world which it does. As Dean Blume went on to say: "Considering the circumstances, it is a

miracle that we have as many good students as we do, and that we have produced as many outstanding musicians as we have."

Story by **DANNY REICHMAN**
Photos by **BOB CONYERS**

PA blocked...

(Continued from page 1)
Gill during "crisis" he moonlights as an NDP youth official. His comment was: "If we can get them (presumably the Disciplinary Committee) on this, then we can do anything we want at this University."

The hearings ended after two hours and the crowd quickly dispersed. Plans needed to be laid for Tuesday's demonstrations against Hawker-Siddely.

Irresponsibility...

(Continued from page 3)

In the days following the broadcast, a comparison was made with Orson Welles' War of the Worlds broadcast in 1938. This comparison is misleading. The Welles program was advertised in advance as fiction; it was stated at the beginning of the program that what was to follow was fictional; this statement was repeated three times during the broadcast itself. Radio McGill presented its program as a factual report right to the end.

Despite the warnings on the Welles broadcast, the consequences were so severe that the U.S. Federal Communication Commission subsequently banned radio simulations of this kind. The Welles experience should have served as a warning to Radio McGill, not an incentive.

The broadcast was symptomatic of a new trend which appears to be infecting student journalism. It consists of deliberately shocking or upsetting people, then laughing at their reaction.

It's approximately as mature as kicking someone in the stomach, then chortling: "Ha, ha, you flinched."

Irresponsibility isn't originality and arrogance doesn't equal maturity.

Perhaps Radio McGill's broadcasters will yet learn that lesson before their highly promising station ruins itself.